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ABSTRACT

The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. The scripts are for filmstrips entitled "Career Education for the Disadvantaged or Handicapped Students" (explaining the concept of career education), "The Competency-Based Vocational Curriculum for Disadvantaged or Handicapped Students" (explaining curriculum objectives), and "Planning Vocational Education for Disadvantaged or Handicapped Students, Parts One and Two" (outlining an eight-step planning process). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited and activities tailored to suit local needs. Notes to the conference leader and selected discussion questions are included. (AG)

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The AMIDS IN-SERVICE TEACHER TRAINING

work shop

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

for Vocational Educators of Disadvantaged and Handicapped Students

SUPPLEMENTARY MATERIALS - Part A

CE000 846

about this booklet

You will find four booklets in this training package. All four are the outgrowth of the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. This project was conducted pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. The project was sponsored by the Bureau of Adult, Vocational and Technical Education and was initiated and funded by the Division of Vocational and Technical Education. The project was implemented by the Division of Manpower Development and Training through its funded network of Area Manpower Institutes for the Development of Staff (AMIDS).

The first booklet is a complete final report on this project; it is entitled "Final Report" and has a yellow cover.

The second booklet, which has a blue cover, is entitled "Planning, Conducting, and Evaluating the In-Service Teacher Training Workshop." This booklet is the product of the lessons learned in the series of one-week workshops which were attended by over 1200 vocational educators during this project. It is designed to assist state or local school administrators in planning, conducting, and evaluating similar In-Service Teacher Training Workshops.

This booklet which you are reading is entitled "Supplementary Materials - Part A." The final booklet, which has a tan cover, is "Supplementary Materials - Part B." As indicated by the titles, these two booklets contain supplementary materials that can be used in local In-Service Teacher Training Workshops for Vocational Educators of Disadvantaged and Handicapped Students.

In these two booklets, you will find the complete scripts you may use with the eight filmstrips included in this comprehensive teacher training package. You will also find other printed materials that can be useful in these workshops. Any of this printed material may be locally reproduced if you wish.

Now, a note of explanation about the filmstrips and the scripts. Each of the filmstrips is an instructional module which can be used separately or in conjunction with the other filmstrips. The numbers of the filmstrips suggest a logical sequence but you may wish to use them in a different sequence.

You may also want to use the scripts as they are written or you may wish to modify or expand them. You will note that numbers have been inserted in the scripts. These numbers are keyed to the numbers you will find in the lower right hand corner of each frame of the filmstrips. These numbers will help you to keep the script and the filmstrip in proper continuity. You may want to make a tape recording to go with the filmstrips. If so, you can put in an audible pulse, or an inaudible electronic pulse for automatic filmstrip equipment, where the numbers indicate a frame change in the filmstrip.

(Pre-recorded cassette tapes with audible pulsing are available for your convenience from the contractor-producer. An order blank is included in this package.)

Some of the filmstrips have been designed to facilitate discussion and active learning by workshop participants. A dotted line across the script indicates where the filmstrip should be stopped for these activities. In some scripts, you will also find suggested workshop activities based upon the filmstrips. Local applications are highly recommended.

In other words, In-Service Teacher Training should fit local situations and meet local needs. We hope that the materials provided in this training package may be helpful in meeting these needs. To the person, or persons, responsible for local In-Service Teacher Training efforts, we sincerely wish you much success.

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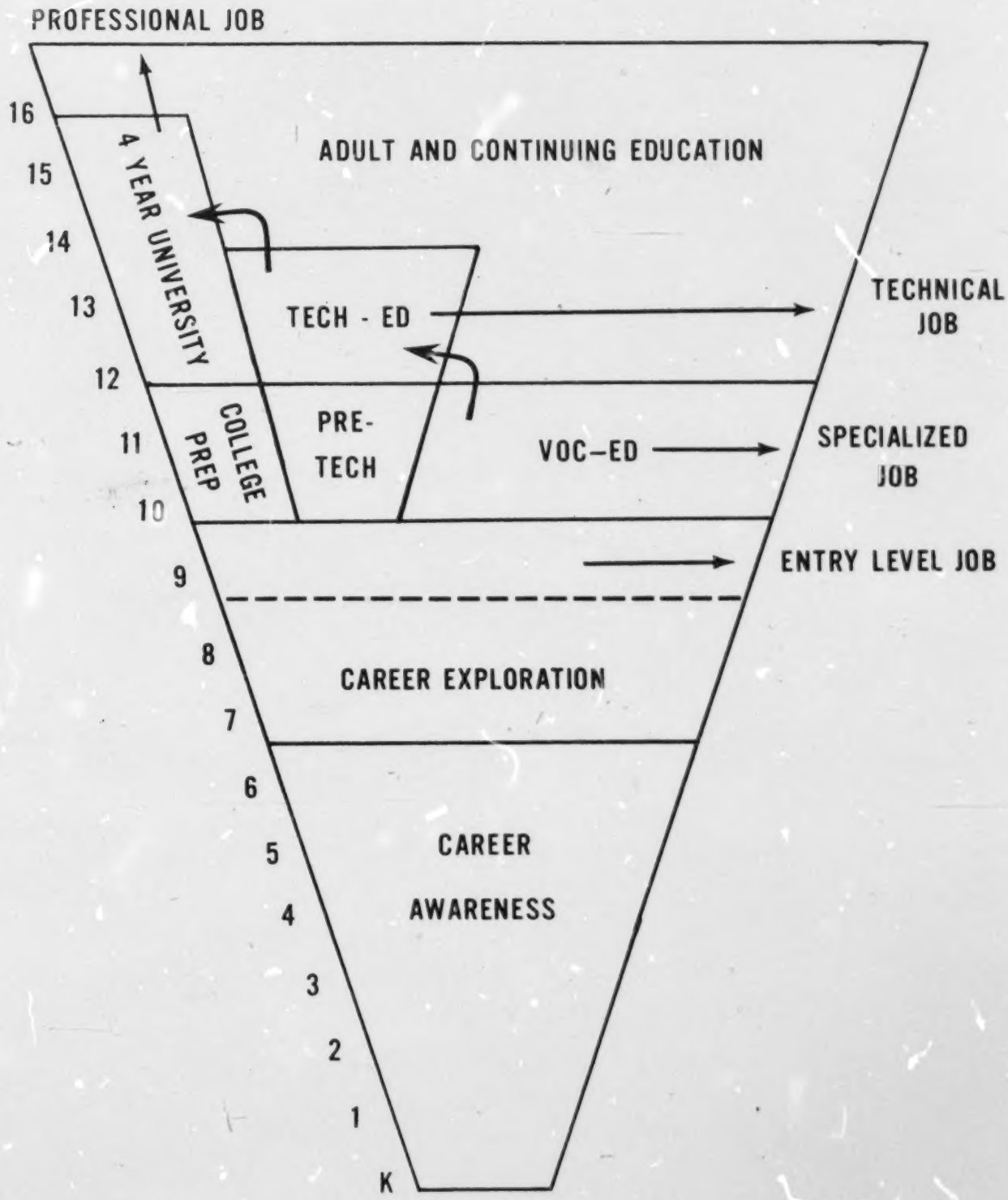
Part One:

The CONCEPT of CAREER EDUCATION:

The fundamental concept of Career Education is that education should prepare students for a rich, rewarding, and purposeful life. Career education, therefore, emphasizes the dignity of work, enjoyment of leisure, and responsible citizenship.

Career Education prepares ALL students for a successful life by increasing their options for occupational choice, by eliminating barriers to attaining job skills, and by increasing their chances for achievement in all subject areas and at all levels of education.

Career Education means new hope for the future of our disadvantaged and handicapped students. These are the students with special needs that we have not been able to fully serve in the past.



CAREER EDUCATION

Filmstrip # 1

(1) CAREER EDUCATION

FOR

THE DISADVANTAGED OR HANDICAPPED STUDENT

We live in a time of changing social patterns. (2) Our schools play an important role in this changing world as they seek to find new and better ways to prepare students to take their places in society. (3) This is a challenging role for every one who is part of the public school system. It is particularly challenging for the vocational educator who is trying to help the disadvantaged or handicapped student prepare for a worthwhile and rewarding future.

One of the new concepts that is having a dramatic effect on the role of the school in society is that of Career Education. (4) This concept is filled with promise for every student in our public schools; it is especially promising for disadvantaged or handicapped students. (5) Career Education can become the means of providing the help these students must have to overcome the disadvantages that result from poverty, neglect, delinquency, or cultural isolation. (6) Career Education also can open vocational avenues to success for students who are physically, mentally, or emotionally handicapped. (7)

The purpose of this presentation is to explore some of the implications of Career Education, particularly as this new concept applies to vocational education for disadvantaged or handicapped students.

The concept is still so new that many educators are still looking for the answer to this very fundamental question. (8) "What is it?" There is no quick, easy answer to this question. As a matter of fact, it is easier to define what career education is not so perhaps this is the best place to begin the explanation of the concept of career education. (9) Perhaps in this way we can clear up a few of the misconceptions that have already been created by this new term, "Career Education."

Some educators have concluded that Career Education is just another phrase for what has always been referred to as Vocational Education or, as it is usually called, "Voc Ed". (10) This is not

accurate. As a matter of fact, Vocational Education as we know it, is a part of Career Education. But not exactly in the same way that Voc Ed has been a part of the traditional American school system in the past. (11)

In many school systems we find certain traditional curriculum patterns. (12)

In one common pattern which is typical of many school systems, students are enrolled in one of two courses: the college preparatory course, or the general education course.

The college prep course is the prestige curriculum. (13) Most parents, in good faith and with good intentions, encourage their children to enroll in this course, even though they may lack the desire or the ability to complete a college education.

The alternate course is the general education curriculum. (14) In many systems, this is the only option for the non-college bound student. General Education frequently serves as a catch-all, a holding station, or a dumping ground for the student who cannot, or does not want to attend college. Often, General Education students remain in school only until they reach the age at which they can drop out (15) and then find that they have dropped into a long series of low-paying, unrewarding jobs or the unemployed and/or welfare rolls.

In some school systems, a third option is available to students. (16) This is the vocational education curriculum. Unfortunately, vocational education is provided in less than 20% of our secondary schools, even though four out of five of our youth do not graduate from college. Furthermore, even where vocational education is a part of the total pattern, it is too often regarded by parents as the curriculum for "other children, not ours." (17)

The implementation of the Career Education concept as a broad instructional strategy would change these traditional patterns (18) The Career Education concept would replace this compartmentalized curriculum with a teaching-learning process that is relevant to the needs and interests of all students, at all stages in their growth and development.

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19 Let's look now at what Career Education might be or can be. There is no single, finely-drawn, final pattern for Career Education. It is an evolving pattern and educators throughout the country are working on the problems involved in implementing the concept. 20 Solutions will vary, of course, with varying local situations. What works in one school system may not be appropriate in another. Many efforts are being concentrated on developing Career Education programs for students with Special Needs and areas of general agreement are beginning to emerge.

21 Career education is based on a continuing program of growth and development which starts early in the life of a person, continues throughout the regular schools years, and is part of adulthood. Although this continuity pattern will take various forms as it is developed to fit local situations, certain phases will be present in some form wherever Career Education becomes the basic educational philosophy.

22 Career Education begins in kindergarten or first grade. The first phase aims at developing during the early years, an awareness of careers. Students gain a personal realization that people spend most of their lives doing or being something - and that "something" is largely determined by the kind of work they do. Productive activity, in other words, is the essence of a useful life. 23

Career awareness is the focus of the early elementary school years. There is no attempt to train students for specific jobs during these years. The main purpose is to give the young students an awareness of the remarkable number of options that will be open to them, to inform them of the ways in which adults go about the business of living productively and fully in our society. 24 How do we do this? How does the classroom teacher achieve this "awareness"? Many innovative teaching techniques are being used. 25

In many places, efforts are being focused on revising the curriculum content to restructure basic subjects around the theme of career development. 26 The basic academic subjects, such as mathematics, science, social studies and language arts, become more relevant because the student can see their relationships to future career goals. 27

Another development in the attempt to introduce students to career opportunities has been the grouping of related occupations into clusters. (28) The student learns, for example, that people who work in the "Health Occupations Cluster" include the hospital orderly, a medical technician, a nurse, and a brain surgeon. (29) Their jobs are related.

Clusters reduce the 23,000 different occupations listed in the latest Department of Labor Dictionary of Occupational Titles to a manageable number. Fifteen clusters have been identified. They are: (30) Agri-business and Natural Resources; (31) Business and Office; (32) Communication and Media; (33) Consumer and Homemaking; (34) Construction; (35) Environment: (36) Fine Arts and Humanities; (37) Health; (38) Hospitality and Recreation; (39) Manufacturing; (40) Marine Science; (41) Marketing and Distribution; (42) Personal Services; (43) Public Service, (44) and Transportation. It's worth noting that the "Fine Arts and Humanities" cluster includes, among other careers, (45) that of the poet, the novelist, the painter, and the sculptor. Career Education does not mean trying to turn everybody into a welder or a computer specialist. Each cluster includes a wide range of employment opportunities that can accomodate every type of aptitude, every level of intellect, and every scale of ambition. (46) The construction cluster, for instance, has room for men or women who prefer outdoor, manual work. It also includes those who aspire to own their own construction businesses as well as the architects who are concerned with both beauty and function in construction. It also includes newly emerging fields such as urban planning and housing project development.

In making these clusters meaningful to the younger child, curricular materials with which the child can easily identify are being developed. For example, the Manufacturing cluster can be related to a child's playtime activity such as this: (47)

Several teaching methods that actively involve the young child in learning about careers can be used in this phase. (48) For instance, people from various walks of life can be brought to the classroom to talk about their occupations and to answer questions. This is an excellent way to broaden the horizons of the disadvantaged or handicapped student. It is particularly effective if the visitor has been successful in overcoming limitations or handicaps. (49) Instructional media can be used to go beyond the limits of the classroom, into the real world. Where possible, students

can actually be taken on field trips to places such as radio stations, airport terminals, shopping malls, and industrial plants. (50) This, of course, involves administrative approval and community support. The most important elements, however, are the initiative and imagination of the individual teacher who can create new and exciting ways to introduce students to a wide world of career opportunity.

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(51) In the middle school years, or grades seven and eight, youngsters begin to move beyond the broad occupational awareness phase. By this time, they know something about all the clusters and have begun to relate careers to their own interests. They have begun to form personal opinions about what they might like to do. They have also learned quite a bit about their own capabilities, their own aptitudes - which subjects they are good in, which ones they only do "so-so" in, and which ones they enjoy the most. They know enough about themselves to decide which of the fifteen clusters, or occupational families, appeal to them most. (52) They choose a few, then, for more systematic exploration. This career exploration can take place in several ways. During this phase, the student acquires a basic "know-how" for working with hand tools. (53) The student begins to develop manual dexterity in doing things. The student may experience the satisfaction of combining skill and knowledge to produce a worthwhile product. The student acquires the feeling of accomplishment that can come from doing any job well and to the best of his or her ability. This feeling of success - of being able to contribute in some way - can be a very critical point in the life of a disadvantaged or handicapped youngster. (54) It can be the key motivation factor upon which he or she can build an entire career with the help and encouragement of the teacher and counselor.

By the ninth grade, or at about age 13 or 14, the student will begin to make tentative selection of a career field for further and more concentrated preparation. It is important to underscore tentative. (55) Career Education means open options at all levels of learning and at no time is the learner locked into a career decision, except by choice. (56) At this point, "hands-on" skill training is emphasized because in the last four years of school, every youngster will develop entry-level job skills that qualify him or her for employment upon leaving school. This means that every youngster, including those who plan to go on to college, has employable skills that can

be the basis of a worthwhile career if the plans for college are changed, due to circumstances or a change in career goals.

The goal in the secondary school years is to prepare every student for at least entry-level qualification in at least one career field. 57 This goal may be accomplished through work experiences in the school shop or laboratories. This entry-level qualification gives the student a positive response to the two questions that he or she will inevitably encounter in his or her first job interview: 58 "What have you done?" and, "What can you do?"

During the secondary school years, the student receives personal guidance and counseling from school counselors who are informed about career opportunities and sincerely interested in each student's future success. 59 This counselor can be one of the most instrumental persons the student will meet. This is especially true with students with special needs. The counselor who listens, understands, and encourages the student to strive for success can affect the entire future of that student.

During the last two years of secondary school, students prepare to take one of the two possible paths open. 60 The student may prepare to enter an occupation, or, the student may prepare for additional education or training to equip him or her for their career choice. For some students, leaving school after the secondary school years is the only avenue possible. 61 For many students, gainful occupation as soon as possible is real necessity. They must learn to support themselves and their families. The school must provide the essential skills needed to make the student employable. The training may consist of actual on-the-job training in a cooperative, work-study program. It can consist of more advanced training in the school shops, laboratories, or classrooms.

62 If the student has chosen a career that requires some form of postsecondary education, whether a community or junior college, a two-year technical institute, a four-year institution, or professional graduate studies, he or she will receive the necessary preparation for this phase of his or her career plan.

career plan.

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Career Education includes one more phase that adds a new dimension to the role of the American public school system. (63) Under the concept of Career Education, opportunities for education and training will be available throughout a person's entire life. This means that if a worker wishes to make the transition from production worker to foreman or manager, he or she will be able to receive the training required to make this upward move. (64) This training may be on a full-time basis or on a part-time or self-study basis. This also means that individuals who need training to upgrade or remain current in their chosen career will have training programs available to help them keep pace with technological developments in their field. (65) This adult training aspect of Career Education will also open new career opportunities when individuals want to, or must make a complete change of occupation.

(66) In summary, Career Education is for all Americans of all ages in every section of our country. Career Education holds great promise of a fuller, more rewarding life (67) for those who live in our inner cities (68) for those who live in our suburbs (69) - and for those who live in rural America. Career Education is an idea, a vital, viable idea of a new strategy to revitalize our public school system. (70) It is an idea that has long been overdue and has now come of age. (71) For all Americans, it is the hope of the future, the promise of a better world in which every individual is better prepared to live and to work.

For the disadvantaged or handicapped student, Career Education opens up a whole new wide world of opportunity: an opportunity to learn, to overcome, and to succeed.

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*NOTE: This suggested script may be modified to fit the needs and interests of the group and the local situation. The script has been written to stimulate audience participation and interaction. A dotted line in the script indicates where it may be interrupted for discussion. In this discussion, participants should be encouraged to relate the ideas presented to their actual experiences with Special Needs Students. This program can also be the basis for small group discussion and problem-solving sessions. You will find suggested discussion questions on the next page.

SUGGESTED DISCUSSION QUESTIONS

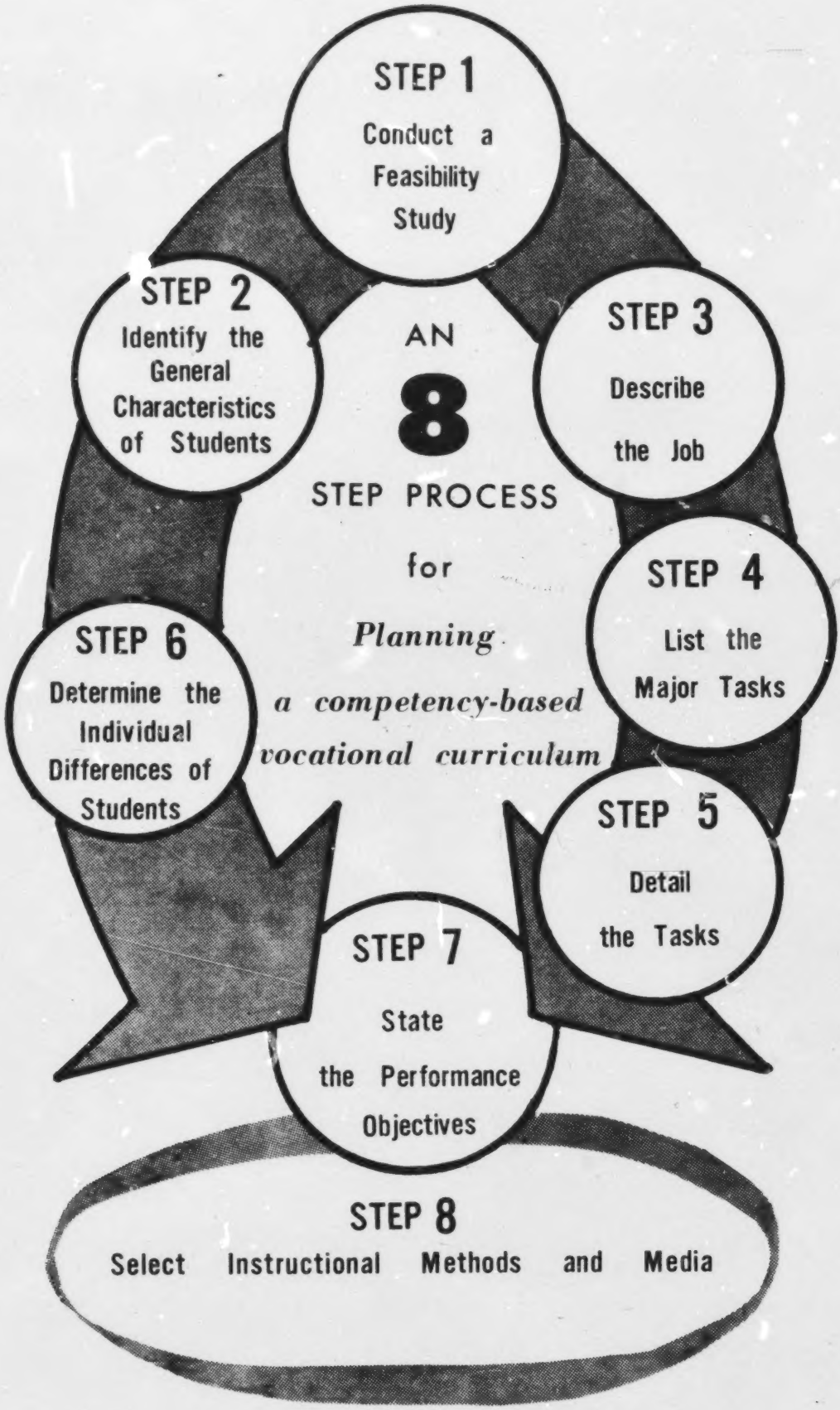
1. Why is Career Education more than just a substitute term for Vocational Education?
2. Why is the college preparatory curriculum usually considered the "prestige curriculum"?
3. Why is Career Education described as a "continuing program of growth and development"?
4. What is the central focus of Career Education in the early school years?
5. What kind of learning experiences can be used to bring career awareness to the early elementary student?
6. How can basic academic subjects be made more relevant through Career Education?
7. What is meant by an "occupational cluster"?
8. How can the occupational clusters be useful in planning the curriculum and in developing learning materials?
9. What is the major emphasis of Career Education during the middle school years?
10. Why should the student be permitted and encouraged to explore several career fields?
11. Why is the satisfaction of making a worthwhile product with their own hands so important to the disadvantaged or handicapped student?
12. Why does Career Education endeavor to provide every student with entry-level job skills during the secondary school years?
13. Why is the school counselor so vitally important to the disadvantaged or handicapped student during the secondary school years?
14. What kinds of learning experiences can be used during the secondary school years to provide students with job skills?
15. What is the new dimension in adult education that is part of the Career Education concept?

Part Two:

MAKING THE CURRICULUM RELEVANT

The "World of Work" Approach

A fundamental purpose of education is to prepare the student to live a productive, rewarding life. This means preparing the student to find his or her role in the world of work. The Career Education concept envisions a curriculum that brings the world of work into the school. Curriculum decisions are based on analysis of the actual requirements of the world of work.


STEP 1
Conduct a Feasibility Study
STEP 2
Identify the General Characteristics of Students
STEP 3
Describe the Job
AN
8
STEP PROCESS
for
Planning
a competency-based
vocational curriculum
STEP 4
List the Major Tasks
STEP 6
Determine the Individual Differences of Students
STEP 5
Detail the Tasks
STEP 7
State the Performance Objectives
STEP 8
Select Instructional Methods and Media

Filmstrip # 2

(1) THE COMPETENCY-BASED VOCATIONAL CURRICULUM

(2) FOR

DISADVANTAGED OR HANDICAPPED STUDENTS

(3) Of all the many new concepts in education and training, the competency-based curriculum holds the most promise for the vocational educator who is looking for a foundation on which to build an effective program for disadvantaged or handicapped students. (4) Students who have special needs resulting from poverty, neglect, delinquency, or cultural and linguistic isolation and students who are handicapped physically, mentally, or emotionally are often unable to succeed in a regular vocational course. (5) They need a special curriculum that will help them to become competent - a competency-based curriculum, in other words. (6)

Disadvantaged or handicapped students as with most students, are "turned-off" by any curriculum and all instruction that does not have meaning for them. They are "turned-on" only when they find that the learning experiences provided are based on real-life situations with which they can identify. They begin to come alive when they can see that their efforts to learn will pay off in terms of a better, more functional, more rewarding life.

And that is what the competency-based curriculum is all about: (7) education or training that contributes to totally life-relevant learning.

These activities provide two basic kinds of learning achievement. (8) The first category consists of those essential life skills which a person must possess to function effectively as a citizen, a worker, and a member of a highly-industrialized modern society. The second category consists of the more complex behavior patterns that we need to cope with the problems that we are confronted with because of the nature of the society in which we live. (9)

A competency-based curriculum, in other words, is one in which all of the efforts of the school are devoted to meeting the needs of the students. (10) This includes "self-needs", or the needs an

individual has to function as a unique person. (11) It also is concerned with the competency the person needs to function as a member or head of a family. (12) On an even broader view, the competency-based curriculu n is also concerned with the functional needs of the person as a part of a community. (13) Finally, the competency-based vocational curriculum is primarily concerned with the world of work - the requirements the student must be able to satisfy in order to function successfully on the job.

The competency-based curriculum is a well-rounded curriculum. It must be to provide for all the needs of the student. (14) This means that it incorporates learning experiences in the cognitive domain. These experiences provide students with the knowledge they need to become functional. (15) But this fundamental knowledge is only part of the total learning needs. Knowledge without practical application is generally useless information. (16) A large portion of the competency-based vocational curriculum - the main thrust - is concentrated in the psychomotor domain. This provides the student with the skills he or she must have to function in the work environment. (17) This, too, is only one essential part of the curriculum. It takes more than a body of knowledge, and an assortment of skills, to enable a student to function effectively as an adult.

It also involves the learning experiences in the affective domain which shape and mold the attitudes that are essential to success. (18) Here, in fact, is where the greatest challenge lies for the vocational educator of disadvantaged or handicapped students. (19) Until the student can begin to form positive attitudes - about self, about other people, and about the world in which he or she lives - little headway can be made in helping the student to acquire the knowledge and skill needed to function.

These are the broad outlines of the competency-based curriculum. Let's examine now the essential characteristics of such a curriculum. (20) These characteristics are the keys to success in planning and implementing this new concept in curriculum design.

FIRST: The competency-based curriculum is designed for all students to gain success. (21) This does not mean that all students will succeed in the same way or to the same degree. It also does

not mean that all students will pursue the same course of instruction. (22) It does mean that every student, no matter how he or she is disadvantaged or handicapped, can find a way to learn, a way to succeed with the help of the instructional staff.

SECOND: Learning, in the competency-based curriculum, is largely self-initiated by the student. (23) Students are encouraged to form their own goals, taking into consideration their own limitations but not allowing these limitations to serve as a crutch or an excuse for the "easy cop-out." (24) When students have charted their own learning paths, they are allowed, and encouraged to find their own way down these paths. Assistance is provided as needed and progress is monitored closely and continually.

THIRD: If the student is to choose his or her own path, this means that the competency-based curriculum must make this choosing possible. (25) The student, with the help of the instructional staff, finds the best way for that student to learn. (26) This is the "learning style" of the student. Curriculum materials are then provided that are built upon this learning style and the student is able to move along his or her chosen path with a minimum amount of anxiety, boredom, frustration, or failure.

FOURTH: Although the paths of learning open to the student are many and diverse, none of them wander off into nowhere or lead to a dead-end. (27) All learning in the competency-based curriculum, is part of a master game plan. Every experience is built upon previous learning; every new learning is dove-tailed with the next sequence of activities. (28) In this way, students are able to make continuous progress - but at their own pace.

These are the four essential characteristics of the competency-based curriculum. Now, let's examine the components of the curriculum that brings about these characteristics. (29)

FIRST: Scheduling must be flexible. (30) In the competency-based curriculum, the clock is stretched, or shrunk, to fit each student's needs. For example, it may be essential that an individual learn to drive a car, to read an employment application form, or to fill out an income tax return. It is not important, however, that each student learns to achieve these competencies in one

hour, one week, one semester, one year, or any set period of time. We have long known that students learn at different rates. (31) Psychologists have long believed that most individuals can become competent at almost anything if given enough time. The competency-based curriculum is structured so that achievement requirements, or learning objectives, remain constant. (In occupational training, this means that the objectives are realistically based on the actual job requirements.) The learning time element, however, can be varied so that each student has sufficient time to learn whatever is required. (32)

This is a key factor in a vocational curriculum designed for the disadvantaged or handicapped student. No longer is the slower learner, or the student with learning disabilities, branded as a failure simply because he or she is unable to achieve the desired level of competency in some arbitrary, fixed interval of time. (33) However, the students are always urged and encouraged to do their best, to try and try again to master the subject. In fact, competency-based instruction motivates all to work to the utmost of their potential. Rapid learners who quickly master material are propelled onward to other levels that challenge their capability.

SECOND: (34) Another facet of competency-based programs is that great stress is placed on exit requirements. The aim is to build in each student a required level of mastery in a particular area. (35) In the competency-based curriculum, the curriculum planner is always concerned with the ends, as well as the means. Terminal performance of the student, not entry prerequisites, is the important focal point. In traditional curriculum, the terminal behavior of students may vary from complete mastery to failure or total incompetence. In the competency-based curriculum, students begin with differing experiences and levels of competence. (36) By varying the time element, and the kind of learning experiences, each student can ultimately be brought to the desired level of exit performance.

THIRD: (37) A third essential component of the competency-based curriculum is that of stating explicitly the competencies which we want students to develop. The student is fully aware of precisely what he or she will learn, and how he or she will learn it. (38) These clear-cut objectives then become the foundation on which learning materials and learning experiences are planned and developed.

FOURTH: 39 This component of the competency-based curriculum is both the result of and the implementing device for the other three essential facets. 40 The instructional module - better known as a "learning package" - is the operational center of a competency-based curriculum.

In summary, 41 the competency-based curriculum can become the sound basis for vocational education programs for students with special needs - the disadvantaged or handicapped student. Through such a program the student is prepared to function effectively and successfully -

42 . as an individual, a unique human being who has worth and is worthy of our tireless efforts and never-ending concern.

43 . as a member of a family

44 . as a citizen in the community and the society at large

45 . as a productive, efficient worker who shares in the benefits of his or her productivity and efficiency.

SUGGESTED DISCUSSION QUESTIONS

1. What does the term "competency-based" mean to you?
2. How do you define "self-needs"?
3. What are some of the other functional needs of the individual student?
4. Why are the characteristics of the competency-based curriculum especially important to the disadvantaged or handicapped student?
   a. "guaranteed success in learning"
   b. "self-initiated, self-directed learning"
   c. "alternative paths to learning"
   d. "continuous progress in learning"
5. How do these components of a competency-based curriculum affect your role as a vocational educator of disadvantaged or handicapped students?
   a. flexible scheduling
   b. emphasis on exit requirements
   c. clear-cut performance objectives
   d. modularized instruction

Filmstrip # 3

1 PLANNING VOCATIONAL EDUCATION FOR DISADVANTAGED OR HANDICAPPED STUDENTS: 2 PART ONE

3 Career Education has many implications for the disadvantaged or handicapped student. 4 Career Education emphasizes opportunities to explore and prepare for a wide range of career options. This means that curriculum planners will be developing new courses in many of the new, rapidly-emerging occupations. Many of these new fields can open up new avenues to a more useful and rewarding life for disadvantaged or handicapped persons.

5 The purpose of this program is to present a systematic, eight-step process for planning vocational courses for Special Needs Students. These steps are:

6 Step One: Conduct a Feasibility Study
7 Step Two: Identify General Characteristics of the Special Needs Student
8 Step Three: Describe the Job
9 Step Four: List the Major Tasks
10 Step Five: Detail the Tasks
11 Step Six: State the Performance Objectives
12 Step Seven: Determine the Individual Differences of Students
13 Step Eight: Select the Instructional Methods and Media.

This filmstrip covers the first five steps; steps six through eight are included in a subsequent filmstrip.

Let's turn now to the first step in planning a vocational course for the Special Needs Student. 14 Step One is <u>to conduct a feasibility study</u>. The curriculum planner is seeking the answer to three critical questions in making this study:

15 <u>What is the present and future state of the local job market?</u>

The purpose of this question is to avoid training students for jobs that will not be there

when the training is completed. The planner can usually find the answer to this question by contacting State and local government officials or organizations which are responsible for making job market surveys. These agencies can provide information such as:

16 . existing jobs in the private and public sector
. expected vacancies and turnover rate
. new job opportunities opening up in the community.

If a need exists for job training to fill job openings, the planner asks the next critical question:

17 Can Special Needs Students succeed in this occupation?

Here again, the purpose is to avoid training students for a job which they will not be able to do. This is a point on which vocational educators of disadvantaged or handicapped students should be neither overly pessimistic, or unduly optimistic. 18 If employment opportunities are not open, the student is not helped by training him or her for a non-existent job. On the other hand, efforts are needed to influence employers to open their doors and give Special Needs Students a chance to prove that they can function effectively.

19 Then, if the vocational curriculum planner is reasonably confident that job opportunities will be available, and that students can learn to perform successfully on the job, the planner needs to look long and hard at the local school system. The planner needs to ask this question:

20 Can we prepare our students for this particular occupation?

Before undertaking any kind of training, the planner must make sure that these essentials can be provided:

21 . modern equipment appropriate to the occupation
. competent instructional staff
. necessary space and facilities.

22 The feasibility study gives the curriculum planner either a "no-go" sign or a "go-ahead" signal. If the study indicates that there is a market for a particular occupation, that Special Needs Students can be employed in this occupation, and that there is a capability for training, the "go-ahead" signal is on. The planner can move to Step Two in the planning process. 23

(Actually, the planner must take more than one step at a time in this eight-step process. 24 Step Two is to identify the general characteristics of the student. Step Three is to describe the job. Obviously, the planner must know about the student and the job before he can complete Step One, conducting the feasibility study. So in actual practice, the first three steps must occur almost simultaneously.)

25 There are some important considerations concerning general characteristics of Special Needs Students that must be kept in mind. Each Special Needs Student is a unique individual. However, the person who plans a Special Needs Program under the Vocational Education Amendments of 1968 should keep in mind the general characteristics that are used in identifying the disadvantaged or the handicapped student under this legislation.

26 Disadvantaged students are described as those who

- 27 . have special needs resulting from poverty, neglect, delinquency, or cultural linguistic isolation;
- 28 . have academic, socioeconomic, cultural, or other handicaps;
- 29 . require specially designed educational or related services.

30 Handicapped students are those who

- 31 . suffer some form of health impairment, are mentally retarded, or are seriously emotionally disturbed;

(32) . cannot succeed in regular vocational, consumer, or homemaking education programs;

(33) . require special assistance or modified programs.

In summary, for a student to be identified as disadvantaged or handicapped, under this legislation, two factors must be present:

(34) . the student is not succeeding, or cannot be expected to succeed in a regular program without special assistance, and

(35) . the student's disability is a contributing factor to his or her lack of success in a regular program.

Guidelines for identifying, classifying, and serving the disadvantaged and handicapped student have been published by the U. S. Office of Education's Bureau of Adult, Vocational, and Technical Education. Curriculum planners will find these guidelines most helpful.

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(36) Step Three in the eight-step process is the starting point in analyzing the particular job for which students will be trained. The starting point in job analysis is to describe the job. (37) In brief, a job description is a "general statement about what a person on the job does." (38) First, it should include a brief description of the general duties. (39) Then, it should outline the broad areas of responsibility. (40) Finally, it should describe the conditions under which the job is usually performed. (41) The job description does not need to go into detail about these three items. In fact, it usually should be only one or two paragraphs in length.

NOTE TO WORKSHOP CONFERENCE LEADER: It is recommended that at this point in the program, actual examples of job descriptions may be handed out or displayed on the overhead

projector. Participants can then be given a practical exercise in writing a job description in an area with which they are familiar.

The next step in the planning process calls for a closer look at the job. (42) In Step Four, the job analyzer lists the major tasks involved in the job. (43) These major tasks are the basis for the "competency-based curriculum." These are the things the student must know and be able to do to function successfully on the job.

(44) If the vocational educator doing the curriculum planning has sufficient current knowledge about the job being analyzed, he or she can perform this step, and the next one, without any assistance. (45) In most cases, however, the planner will need the help of another person who is more currently and completely qualified in the job. (If the local school or the State has an active Trade and Craft Advisory Committee, these committees can be most valuable to the planner of new vocational courses.)

However, whether the planner works alone or with the assistance of an expert, these are the key questions to be answered in listing the major tasks.

(46) . What are the major tasks included in the job?
(47) . How frequently must each task be performed?
(48) . What is the relative importance of each task?
(49) . What is the learning difficulty of each task?
(50) . Which tasks are mandatory entry-level requirements?

The answers to these questions are vital to the planner in establishing vocational courses that are relevant to the real needs of the world of work. (51) These answers provide the broad outlines of an instructional course that prepares the student for success, not failure.

NOTE TO WORKSHOP CONFERENCE LEADER: This is another excellent "involvement point." Workshop participants can be given an opportunity to practice Step Four in the process, listing the tasks involved in the job, using the job description written in the previous exercise. This can be done individually or in small groups.

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52 The purpose of the next step, <u>detailing the tasks</u>, is to provide the planner with the specific kinds of knowledge, skill, and attitudes required for the performance of each of the tasks involved in the job. This is a step that requires thorough analysis and the planner will probably need the help of a qualified expert in the field under study. This expert can be used in one of two ways:

53 . The expert tells the planner the steps involved in each task;

54 . The expert shows and tells the planner how the steps in each task are performed.

The second method - the "show and tell" method - is probably the most thorough and best in most cases. Either way, the planner is looking for the answers to these key questions in this step:

55 . What are the steps involved in the task?

56 . In what sequence must these steps be taken?

57 . Which of the steps are critical, "make-or-break" steps?

58 . Which of the steps involve safety precautions?

59 . Which of the steps involve language or computation skills?

In finding the answer to this last question, an excellent opportunity is provided for developing a coordinated curriculum in which basic and related education can be made "job-oriented" and therefore more interesting, and meaningful, to the student.

At this point in the eight-step process of planning vocational education for disadvantaged or handicapped students, the curriculum planner has actually accomplished five of the major tasks

that make up the planner's job. 60

The feasibility study has been completed. The general characteristics of the student have been identified. The job has been described. The major tasks have been listed. Each major task has been detailed. The curriculum planner is ready at this point to take the next three steps in the planning process. These steps will be discussed in the next filmstrip. 61 62 63

NOTE FOR WORKSHOP CONFERENCE LEADER: At this point, participants should again become actively involved in "learning by doing." Participants should take one or several of the major tasks they listed in the previous exercises. They should then perform a "task breakdown" by detailing these tasks. The number of tasks analyzed will depend, of course, on the amount of time available. Special emphasis should be placed on identifying the steps that involve basic language or computational skills. Other points to be stressed are the steps that involve a certain appropriate attitude - such as in customer relationships - and those steps in which safety precautions must be enforced. This activity can be performed by participants individually or in a small work group. This exercise will be used as the basis for suggested activities in the next filmstrip; Part Two of Planning Vocational Education for Disadvantaged or Handicapped Students.

Filmstrip # 4

(1) PLANNING VOCATIONAL EDUCATION FOR DISADVANTAGED OR HANDICAPPED STUDENTS - (2) PART TWO

In Part One of these two filmstrips about curriculum planning, the first five steps in the eight-step process were covered. These steps were: (3)

- Step One: Conduct a Feasibility Study
- Step Two: Identify General Characteristics of the Special Needs Student
- Step Three: Describe the Job
- Step Four: List the Major Tasks
- Step Five: Detail the Tasks

The remaining three steps, which will be covered in this filmstrip, are: (4)

- Step Six: State the Performance Objectives
- Step Seven: Determine the Individual Differences of Students
- Step Eight: Select the Instructional Methods and Media

(5) Step Six is to state the performance objectives. This step makes it possible to actually implement and to evaluate the instruction.

Unfortunately, performance objectives have been a frequent source of confusion and frustration. (6) Many teachers resist stating learning goals in the form of performance objectives. Much of this resistance is due to misunderstanding of terms, purposes, and methods of stating performance objectives. Let's try to clear up some of this misunderstanding.

First, let's start with a working definition:

(7) "A performance objective is a statement which describes the performance of the student that is expected to result from the learning experience. (8) This performance indicates the attain-

ment of a skill, knowledge, or attitude and serves as evidence that the desired learning has taken place."

In reality, performance objectives are extremely helpful to the instructional staff. (9) They help the teacher, the curriculum planner, or the school administrator to do these things:

(10) . plan instruction
(11) . select instructional methods
(12) . select, develop, or purchase media
(13) . be accountable.

Even more important, however, are the things that performance objectives do for the student. (14) They help the student to understand

(15) . what is to be learned
(16) . how it is to be learned
(17) . why it is to be learned
(18) . what is expected of the student.

Confusion also exists about the way in which performance objectives should be stated. (19) There is no one, correct way in which performance objectives must be stated. There are many different ways - but each way takes into consideration three main elements. These are:

(20) ONE: a description of the expected performance of the student.
(21) TWO: a description of the conditions under which the performance will take place. This includes the things the student will be given and also the things that will be denied.
(22) THREE: a statement of the standards of performance. This tells how much, how well, or how fast the student is expected to perform.

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NOTE TO WORKSHOP CONFERENCE LEADER: At this point, participants should be given a chance to discuss performance objectives and to actually write objectives based on the task detailing exercise previously suggested.

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Every performance objective must contain the description of <u>what</u> the student is expected to do. (23) This is the <u>essential</u> element of the performance objective. There are instances where the other two elements - the conditions and the standards of performance - are self-evident and need not be specified. If the performance objective calls for the student to perform a simple task and the student understands exactly how the task must be performed, and how well it must be performed, there is little need to state the conditions and the performance standards. However, if the conditions and the standards are not self-evident - if there is any room for doubt - all three main elements should be spelled out.

Let's look now at the manner in which they can be spelled out. One very simple approach to writing performance objectives is to ask yourself three basic questions.

First, ask yourself this question:

(24) <u>What do I expect the student to be able to do?</u>

Next ask yourself this question,

(25) <u>Under what conditions will the student perform?</u>

Then, ask yourself,

(26) <u>How well must the student perform</u>?

If the curriculum planner has completed a thorough analysis of the job. stating the performance objectives is a relatively easy task. (27) The performance of the student should match the requirements of the job. The performance conditions should be as close as possible to real job conditions. The standards of performance should be based on what will be expected when the student gets on the job. The student will not, of course, be able to meet job requirements at the beginning of

instruction. (28) At the end of the instruction, however, the student should be job-ready and job-qualified. This is an important point in vocational education for students with special needs. The instruction starts where the student is but the end result must be success on the job. A "watered-down curriculum" may be worse than no instruction at all if the student thinks he or she is job-qualified and then finds on the job that this is not true.

Once the planner has clearly defined the performance required, the conditions, and the standards, it is then just a problem of putting the objective into words.

Some words clearly describe actions that can be seen and measured. Other words are hazy. Words like these are the hazy ones and should be avoided in describing expected performance:

(29) acquire a knowledge of. . .know about. . .thoroughly understand. . .be familiar with. . .be exposed to. . .gain an appreciation of.

Performance should be described with "action" words such as these:

(30) calculate. . .repair. . .adjust. . .modify. . .classify. . .install. . .construct. . .select. . . identify. . .describe. . .define. . .assemble. . .rearrange. . .build. . .organize. . .compare.

These words specify the kind of performance that can be seen and measured against the standards of performance. These standards should be stated in words that tell -

(31) . How well? (The quality of performance)

(32) . How much? (The quantity of performance)

(33) . When? (The time limits of performance)

In stating the conditions of performance - the "givens" - (34) the words used should clearly identify any tools, equipment, job aids, materials, references, or other assistance needed in performing the task. If certain things, such as references, are not going to be available on the job there are special conditions concerning the work environment that affect the performance these should also be covered. It is not necessary to describe conditions that are self-evident, such as a pencil and paper provided to write answers to a test.

Another question about performance objectives that is often raised is this one: 35 "How many do I need?" The answer to this can be found by looking at the results of the job analysis. 36 There should be a terminal objective for each of the major tasks included in the curriculum. If the task is complex and is made up of a series of sub-tasks, a performance objective is needed for each of these sub-tasks. 37 These sub-task objectives are often referred to as "en route" objectives. That is, they lead to achievement of the terminal objective. It is not necessary to state a performance objective for each of the steps in a task or sub-task, however.

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When the curriculum planner has completed the job analysis, has formulated performance objectives that are built upon this analysis, the stage is set for making decisions about instructional methods and media. But one more step needs to take place before these decisions are made. 38 This is Step Seven in the 8-Step Process: determine the individual differences of students. This step is most important when planning a vocational curriculum for Special Needs Students. 39 The goal is to provide learning experiences that make it possible for each student to succeed. This means finding out as much as possible about individual student learning limitations or difficulties. One way this can be done is through tests and assessment instruments. 40 They must be used carefully, however. For example, conventional verbal testing for intelligence is not valid when used with students who are non-verbal or do not have the experiences referred to in these tests. 41 A more effective approach, where possible, is to utilize a prevocational evaluation laboratory. In this laboratory setting, a variety of tools, materials, machines, and equipment can be used to assess an individual's potential for success and personal preferences in specific occupational areas.

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42 Step Eight is to select the instructional methods and media. These decisions involve two factors: 43 the requirements of the job, as reflected in the performance objectives; the needs, interests, and limitations of students, as a group and as individuals. Here are a few broad guidelines that may prove useful in making these important decisions.

(44) 1. Students should be actively involved in learning.

(45) This goal can be achieved by learning experiences such as these:

- Demonstration/Performance
- Simulation Exercises
- Role-playing and Sociodrama
- Discussion
- Committees
- Problem Situations
- Student Reports

The traditional lecture method is least effective. Most students are usually not actively involved in learning while being lectured to.

(46) 2. Learning should not be restricted to the classroom.

(47) This can be accomplished by field trips, on-the-job training, work experience programs, audiovisual programs, and by having persons from various occupations play an active role in the classroom.

(48) 3. Learning should be individualized.

Special Needs Students need group learning experiences to help them build communication and social skills. However, they must also have opportunities to learn in their own way, at their own pace. (49) This means that the media selected should provide the equipment and materials necessary to make this possible. The Learning Package Approach, which incorporates a wide variety of media in the learning materials, is an ideal way to individualize instruction for either disadvantaged or handicapped students.

(50) In summary, the 8-Step Process for Planning Vocational Curriculum provides an orderly, systematic way of initiating new vocational programs for students with special needs. It can also be useful in modifying a regular curriculum in order to make success possible for the Special Needs Student. (51) Each step in the process places heavy demands of time, energy, and talent upon the curriculum developer. (52) Each step is worth taking, however, because each step can bring the disadvantaged or handicapped student one step closer to a productive and satisying career.

SUGGESTED DISCUSSION QUESTIONS FOR FILMSTRIPS 3 & 4

1. What are the three critical questions involved in conducting the feasibility study?
2. Which agencies in your community can provide the curriculum planner with job market information?
3. How can vocational educators and administrators encourage employers to open up employment opportunities for disadvantaged and handicapped students?
4. If the feasibility study indicates a lack of equipment, staff, space, or facilities, what are the possible alternatives that will enable new vocational programs or services to be implemented?
5. What are the general characteristics of the disadvantaged student, as defined by the Vocational Education Amendments of 1968?
6. What are the general characteristics of the handicapped student?
7. What are the three main elements of job description?
8. How long should the job description be?
9. How can a Trade and Crafts Advisory committee assist the curriculum planner in job analysis?
10. What are the key questions in listing the major tasks?
11. How can the expert assist in detailing the tasks?
12. What are the key questions involved in task detailing?
13. What are the three main elements in a performance objective?
14. How do performance objectives help the instructional staff?
15. How do performance objectives help the student?
16. What are some of the means of determining the individual differences of students?
17. What are some of the major factors to consider in selecting instructional methods and media?

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